**Year 6 Geography Curriculum – Spring Term**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: North America and Sustainability** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **North America**   1. locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 3. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.   **Sustainability**   1. A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. | | |  | | | | | | **PSHE** – British Values (Jamaica cultural values).  **History –** Christopher Columbus.  **English** – writing descriptions and non-fiction texts  **Science –** Climate change and the effect on the earth  **Religious Education –** responsibility, people’s futures and global justice. |
| **Prairie** | ecosystems considered part of the temperate grasslands, savannas, and shrublands biome by ecologists, based on similar temperate climates, moderate rainfall, and a composition of grasses, herbs, and shrubs, rather than trees, as the dominant vegetation type. | **Tropic of Capricorn** | also referred to as the southern Tropic, the most southerly circle of latitude on Earth at which the Sun can be directly overhead. | | |
| **Rocky Mountains** | A mountain range stretching some 3,000 miles from British Columbia and Alberta in Canada through Idaho, Montana, Wyoming, Colorado, and down to New Mexico in the U.S. The range offers dramatic wilderness, diverse wildlife and alpine lakes. | **Carbon footprints** | A carbon footprint is a measure of the impact our activities have on the environment. | | |
| **Tundra** | the coldest of all the biomes. Tundra comes from the Finnish word tunturi, meaning treeless plain. It is noted for its frost-molded landscapes, extremely low temperatures, little precipitation, poor nutrients, and short growing seasons. | **sustainability** | The ability to be maintained at a certain rate or level. | | |
| **Caribbean** | the region consisting of the Caribbean Sea, its islands (including the West Indies), and the surrounding [coasts](https://www.google.com/search?sca_esv=587611622&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=AM9HkKnVfMnOKrQUjJBuCAdNYGwYa6OHTQ:1701684759802&q=coasts&si=ALGXSlZs_yOcjbcvFwhB4E04oe9YA-0On8gsQaqzT-9A9O4OqoTWM-EtXFyegujhRARHYwlIcKN-5o34Kf9GopJ1qA12q5HMlA%3D%3D&expnd=1). | **interdependence** | [our](https://dictionary.cambridge.org/dictionary/english/our) interdependence as a [global](https://dictionary.cambridge.org/dictionary/english/global) [society](https://dictionary.cambridge.org/dictionary/english/society) | | |
| **Coral reef** | an underwater ecosystem characterized by reef-building corals. Reefs are formed of colonies of coral polyps held together by calcium carbonate. | **inequality** | the [unfair](https://dictionary.cambridge.org/dictionary/english/unfair) [situation](https://dictionary.cambridge.org/dictionary/english/situation) in [society](https://dictionary.cambridge.org/dictionary/english/society) when some [people](https://dictionary.cambridge.org/dictionary/english/people) have more [opportunities](https://dictionary.cambridge.org/dictionary/english/opportunity), [money](https://dictionary.cambridge.org/dictionary/english/money), etc. than other [people](https://dictionary.cambridge.org/dictionary/english/people): | | |
| **Hurricane** | A tropical cyclone is a rapidly rotating storm system characterized by a low-pressure centre, a closed low-level atmospheric circulation, strong winds, and a spiral arrangement of thunderstorms that produce heavy rain and squalls. | **Life expectancy** | the [length](https://dictionary.cambridge.org/dictionary/english/length) of [time](https://dictionary.cambridge.org/dictionary/english/time) that a [living](https://dictionary.cambridge.org/dictionary/english/living) thing, [especially](https://dictionary.cambridge.org/dictionary/english/especially) a [human](https://dictionary.cambridge.org/dictionary/english/human) being, is [likely](https://dictionary.cambridge.org/dictionary/english/likely) to [live](https://dictionary.cambridge.org/dictionary/english/live): | | |
| **Tropic of Cancer** | also referred to as the Northern Tropic, the most northerly circle of latitude on Earth at which the Sun can be directly overhead. | **population** | all the [people](https://dictionary.cambridge.org/dictionary/english/people) [living](https://dictionary.cambridge.org/dictionary/english/living) in a [particular](https://dictionary.cambridge.org/dictionary/english/particular) [country](https://dictionary.cambridge.org/dictionary/english/country), [area](https://dictionary.cambridge.org/dictionary/english/area), or [place](https://dictionary.cambridge.org/dictionary/english/place): | | |
| **Prior Knowledge:**  Understanding the World- EYFS  Hot and Cold places – Year 2  The Water Cycle- Year 4 | | | | | **Future Knowledge:**  N/A | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Is North America just another name for the U.S.A? | | * North America is a continent in the northern hemisphere and includes the land masses of Canada, Mexico and the Caribbean, as well as the United States of America (USA). * North America has a wealth of environments such as: mountains (Rocky Mountains), desert (Chihuahuan), swamp, forest, tropical beach, city centre (New York City), prairie, coral reef and ice cap. | | | | | * Identify North America on an atlas/map. * Summarise the countries of North America. * Compare and contrast key environments across North America. | | |
| 1. What is special about the Caribbean? | | * The Caribbean is made up of thirteen island countries: Antigua and Barbuda, Bahamas, Barbados, Cuba, Dominica, Dominican Republic, Grenada, Haiti, Jamaica, Saint Kitts and Nevis, St Lucia, St Vincent and the Grenadines, and Trinidad and Tobago. * The Caribbean lies just south of the tropic of Cancer meaning it has a warm climate. * The Caribbean lies in the path of hurricanes which track their way from the Atlantic Ocean towards Central America and the USA. Hurricanes can cause widespread damage and danger to human life. * The Caribbean is rich in sea, plant and animal life. The region is famous for its coral reefs which are rich in biodiversity and a significant attraction for tourists. | | | | | * Select and describe key features of six Caribbean Island countries. * Justify the pros and cons of living in the Caribbean. | | |
| 1. How is the Caribbean being threatened? | | * Many problems threaten wildlife in the Caribbean. * Deforestation to create farmland; industrial pollution from mining bauxite; shortages of water caused by the demand from tourists; overfishing; invasive species; the impact of global warming and tourism on coral reefs are some of the threats facing the Caribbean islands. | | | | | * Discuss the threats the Caribbean faces. * Reason any solutions to the current threats. * Conclude as to the best solutions offered by the class. | | |
| 1. How can I live sustainably? | | * Sustainability is a term relating to interdependence and quality of life. It may be measured through environmental, economic and social indicators. * Sustainability is concerned with future well-being of our planet and its inhabitants. * Sustainability relates to how people are interconnected with the environment, other people and ourselves. It poses the concept of responsibility, equity and justice. * There are layers of sustainability ranging from local and global. | | | | | * Discuss interdependence through sustainability and how what we di today may have long-term implications for others. | | |
| 1. How can developed nations make the world a fairer place? | | * Around the world a few people have enormous amounts of money but that lots of people are very poor. There are great differences of wealth in every country but some countries are on average much richer than others. * Inequalities in the world are often multi factored and there is not always a simple solution. Themes include life expectancy, access to food, water, shelter, medicines. * North America and other developed countries have greater wealth and resources to share with less-developed nations. | | | | | * Discuss advantages and disadvantages to having lots of money. * Classify in a list: things which are essential for survival, things they would like but can’t afford at the moment and other things they would buy if they had lots of money. Give reasoned judgements in distinguishing between luxuries and essentials when comparing ideas. | | |
| What kind of future do we want? | | * The future can be impacted by the choices we make on an individual and corporate level for good or for bad. * We share a responsibility to make good choices for the sake of sustainability and the environment. * Long-term benefits can often be costly in the short-term such a solar-panels which are expensive to install and new trees take many years to mature. | | | | | * Present solutions to a problem facing sustainability (plastic in the oceans, pollution in major cities, energy use and renewables) * Reason which solution which work best and why | | |
|  | | | | | | | | | |
| **Themes and links** | | | | | | | | | |
| **Geography themes** | **Where these are covered:** | | | | | | | **Links across the Geography curriculum** | |
| **Space and scale** | * Lesson 1 to 6 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the world | | **1** |  | | **2** | Hot and Cold Places (with rivers and mountains) | | **3** |  | | **4** | The Water Cycle | | **5** |  | | |
| **Interdependence** | * Lesson 1 and 2 * Lesson 3 and 4 * Lesson 5 and 6 | | | | | | |
| **Environment and sustainability** | * This unit is linked. | | | | | | |
| **Cultural understanding and diversity** | * This unit is linked. | | | | | | |